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ALBERTA EDUCATION CURRICULUM REVIEW

PART I

PUBLICATIONS OF THE CURRICULUM BRANCH

BY:
G.H. Bevan
JANUARY, 1984

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ACKNOWLEDGEMENTS

Many people have contributed to the preparation of this report. Members of ad hoc committees and coordinating committees, consultants in the regional offices, learning resource officers and others undertook the basic work of reviewing and evaluating publications. Subsequently, associate directors Laura Mann, Frank Crowther, Scotty Day, Garry Popowich and Merv Thornton performed the major task of summarizing results for their respective portfolios.

In compiling this Curriculum Branch consolidation, a very heavy reliance was placed on the insightful remarks contained in the portfolio reports. In many instances, too numerous to single them out individually, these comments were included verbatim.

The writer takes full responsibility for the accuracy of interpretations placed on the findings of this review and also for the validity of the recommendations.

Finally, without the patience and skill of the secretarial team of Chris Budynski and Lois Robertson, the report would not have appeared at all.

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Introduction

On May 12th 1983, Premier Peter Lougheed, in a speech to the Legislative Assembly, directed the Minister of Education:

> "... to have a special review undertaken forthwith of our curriculum to ascertain if there are any practical changes which could be made that would foster greater tolerance and respect for minority groups in our society".

Subsequently, as a part of a Ministerial statement issued on June 27, 1983, Education Minister David King announced that a curriculum review would be undertaken. "Specifically, Alberta Education will conduct an audit of the programs of studies, curriculum guides, textbooks, and other learning resources approved for use by Alberta schools in order to:

- -- determine the adequacy of the ways in which tolerance, understanding, and respect for minority groups and individuals are addressed and fostered;
- -- identify specific areas where changes are required;
- -- recommend appropriate follow-up action to be taken."

This report contains a description of the first part of the Curriculum Branch's activities in carrying out this mandate, as well as the findings and recommendations. Part one deals with the Program of Studies and support documents. The second part which is to follow will cover learning resources.

Procedures

To ensure a uniform treatment of the problem by the various branches involved, a steering committee was established. Membership consisted of:

Adrien Bussiere - Language Services

Frank Crowther - Curriculum

Scotty Day - Curriculum

Irving Hastings - Planning Services

Phil Lamoureux - Language Services

Laura Mann - Curriculum

Rene Marrinier - Program Delivery

Ken McKie - Special Education

Heleen McLeod - Special Education

Marjorie McLeod - Early Childhood

Garry Popowich - Curriculum

Merv Thornton - Curriculum

Amelia Turnbull - Correspondence School

Chairman, George Bevan - Curriculum

Consultants, Martin Adamson - Media & Technology

, Gerry Ewert - Planning Services

Definition of Tolerance

One of the first tasks of the committee was to define the terms "tolerance" and "understanding". This was accomplished by reference to the statement of Desirable Personal Characteristics in the Alberta Program of Studies, where these terms were initially given official status. The word "tolerant" was judged to subsume the meaning associated with "understanding".

Hence, only the former was retained in conducting the study although both appear regularly in the report.

Tolerance, the condition exhibited by a tolerant person, was defined as:

- being sensitive to other points of view, but able to reject extreme or unethical positions;
- free from undue bias and prejudice.

Criteria for Judging Tolerance

From this definition, six criteria for making judgments about tolerance were derived. Modifications were made at the request of the Minister's Consultative Committee on Tolerance and Understanding. The set of criteria were then approved by Dr. R. A. Bosetti, Deputy Minister of Education. A full description of the criteria can be found in Appendix A.

Definition of Minority Groups

A second task was to determine the scope of the phrase "minority groups". At the suggestion of the Minister's Consultative Committee, it was agreed that the curriculum review should be conducted with five categories in mind: by age, race/colour/ethnicity, religion, sex and by handicap (individual differences). To assist curriculum reviewers, a series of focus statements were prepared for each grouping category. These statements are presented in Appendix B.

The Plan for the Review

The review was to be carried out in two stages:

1. Alberta Education publications, including the Program of Studies, curriculum guides and support documents such as manuals, monographs and teaching units;
2. Learning Resources including prescribed, recommended and supplementary.

An orientation workshop of one-day duration was held to acquaint reviewers with the details of the audit, and to train them for the task. Further in-service was provided by each branch as its work proceeded.

A common reporting form (Appendix C) was developed which included three rating categories:

1. Acceptable - meets all or almost all criteria at an acceptable level. Faults are few or minor;
2. Problematic - meets most of the criteria of adequacy but suffers from one or more significant faults. Requires revision or instructions for teachers;
3. Unacceptable - has major faults too serious to warrant further use in its present form. Requires extensive rewriting or replacement.

Following completion of the review of materials at each stage, each branch or unit was to prepare a consolidation. A final, comprehensive summary of the individual reports was then to be written by Dr. Ann Harvey, a consultant hired for this purpose.

Delimitations and Limitations

With the approval of Dr. Bosetti a number of delimitations and limitations were identified.

Delimitations

1. There will be no coverage of:
   1.1 resources/programs used in private schools where these differ from the province's;
   1.2 locally developed programs and accompanying resources;
   1.3 Junior-Senior High School Handbook.
2. A review will be taken, if time permits, of:
   2.1 supplementary learning resources;
   2.2 teacher in-service materials developed by ACCESS.
3. Where an approved program is in its optional implementation year, two programs (old and new) may concurrently be permitted. Where the old program is to be discontinued as of September, 1984, only the new program and its resources will be reviewed.
4. Out-of-Print Learning Resources - It has not proven possible to locate copies of some approved learning resources because the School Book Branch no longer stocks them since they are out-of-print. Where these books are being used or even if any schools are using them is not known. In the short time available, the branches will make every effort to obtain copies of recommended and prescribed texts but it is conceivable that some will not be audited. A list of out-of-print books which have not been audited will be included in our report.

5. Revised Categories for Learning Resources - When resources were selected for older courses/programs, a different set of resource categories was in place, namely, "primary", "secondary" and "suggested". While these categories resemble the current set (prescribed, recommended and supplementary), the definitions are not identical. Where this situation exists, it is proposed to audit all primary and secondary learning resources that are accessible. They will be listed as prescribed and recommended resources, even though the fit is not exact.

   Supplementary (suggested) resources will be audited if copies can be obtained and if time permits.

Limitations

1. Where programs and resources are not reviewed (see Delimitations) coverage of Alberta documents will be incomplete.
2. Because time and manpower are limited, it will not be possible to have some learning resources audited by more than one person. Thus, there will be an increased likelihood of errors of judgment and a lower than desired level of reliability. However, where a resource has been rated as problematic or unacceptable it will have had at least two reviews.
3. The detection of subtle bias and prejudice and the detection of errors of omission require a high degree of sensitivity on the part of the reviewer. Our reviewers will bring certain perspectives to their work. Other reviewers might have brought a different range of perspectives.

Curriculum Branch Publications

Responsibility for planning and conducting the review of publications was assigned to staff members according to nine areas of the curriculum:

Fine Arts (art, drama, music)

Health

Language Arts

Mathematics

Physical Education

Practical Arts (Business Education)
(Home Economics)
(Industrial Education)

Science

Social Studies

Social Sciences.

Three classes of documents were examined:

1. Legal - Program of Studies;
2. Service - Curriculum Guides;
3. Support - Teacher's Manuals, Monographs, Teaching Units, etc.

The Program of Studies contains, for each course or subject prescribed by the Minister, a statement of rationale and philosophy, the goals and objectives of the course, an outline of content to be covered, sometimes in the form of a scope and sequence chart, and a list of prescribed learning resources. Because the content statements listed in the Program of Studies have been approved on a subject-by-subject basis by the Minister of Education under Section 11 (2) (a) of the School Act, these statements have the force of law.

Curriculum guides are service documents prepared for use by teachers. They do not have legal status, except for sections reproduced from the Program of Studies. Guides consist of basic statements from the Program of Studies plus expanded statements of content, suggestions for instruction and pupil evaluation, time allocations and lists of recommended and supplementary learning resources.

From time to time Alberta Education publishes manuals and similar documents for the further assistance of teachers. These have no legal status whatsoever.

Summary of Documents Reviewed

Alberta's Program of Studies has been published in three parts: for Elementary, Junior High and Senior High grades. For each section, all courses were reviewed except for Modern Languages which were dealt with by the Language Services Branch.

Curriculum guides were examined as follows:

elementary - 9

junior high - 13 (includes two home economics guides)

senior high - 61

TOTAL - 83

Support documents subjected to review numbered 17, plus 19 social studies teaching units.

A complete list of all guides and support documents can be found in Appendix D.

Reporting Procedure

The procedure followed in reporting results has been to report by exception, using the six criteria for judging adequacy and applying these across the five minority group categories. Inevitably, in this process of aggregation from the level of a single course to the level of the entire Program of Studies, generalizations are required. Unfortunately, as a result, a great amount of course-level data may be lost. To provide those for whom this document is intended with an opportunity to verify the report's conclusions, the original evaluation forms have been retained and will be made available upon request.

In every case, program of studies statements and curriculum guides were rated by at least two auditors. Auditors were either experienced teachers, supervisory personnel or regional office consultants. Most auditors were members of curriculum committees. In some cases, the auditors worked as a team and in other cases they worked independently. In the event the final ratings made by independent judges differed, the document was submitted to a third evaluator for arbitration.

Completed evaluations were collected by an associate director of curriculum who then compiled a summary statement for that curriculum area. Copies of these reports have been appended to this document. Portfolio reports by associate directors form the basis for this Curriculum Branch report.

Results

Program of Studies and Curriculum Guides

Although it is common to hear people refer to the "Alberta Program of Studies", there are really three separate documents, for elementary, junior and senior high schools. All courses which have been prescribed by

the Minister are listed and briefly described in the three volumes. With certain rare exceptions, e.g., health, social studies and language arts, the very brevity of the content descriptions tends to rule out an in-depth application of the six criteria selected for judging tolerance and understanding. It is not surpising, therefore, to find that in relatively few instances is there serious criticism directed at the curriculum as outlined in the Program of Studies.

Content statements were reviewed as follows:

Elementary - 9, all subjects but French

Junior High - 13, all subjects but modern languages

Senior High - 61, all subjects but modern languages and Latin.

In virtually every case, the content description covers 3 or 6 grade levels or a series of two or more high school courses.

Criterion #1

WHERE JUDGMENTS OF OTHERS ARE TO BE MADE, DO THE PROGRAMS AND SUPPORTING MATERIALS PROMOTE FAIR ASSESSMENTS, AVOIDING UNFAIR OR INACCURATE JUDGMENTS BASED ON ALLEGED GENERAL CHARACTERISTICS RELATING TO RACIAL OR ETHNIC ORIGIN, RELIGIOUS AFFILIATION, AGE, SEX OR HANDICAP?

Abbreviation - Avoids unfair judgments.

The first criterion asks two things: whether curriculum statements promote fair assessments of minority groups; and whether the curricula avoid the making of unfair judgments of minority groups, based on alleged general characteristics. These requirements are the two sides of the same coin. In addition, the underlined phrase is virtually synonymous with "based on stereotyping".

Obviously, making judgments of others may or may not be an integral part of a course curriculum. For the large majority of subjects in the Program of Studies there is no expectation for students to make judgments of individuals or minority groups which are based on alleged general characteristics. That does not mean that stereotyping does not occur incidentally. What it does mean is that the instructional objective of making judgments of others is not at the root of most stereotyping.

In certain courses, language arts, social studies/social sciences, law and marketing, students may be called upon to make judgments of persons directly or through their cultures. In senior high language arts the judgment of characters in literature requires that evaluations be made but it is expected that teachers will guide students toward evaluations which are fair.

Teachers of the social sciences, in most cases, are given specific instructions as to how judgments of others or of events are to be made. In psychology, for example, students are asked to use accurate information as a basis for their judgments. In History, greater specificity is provided to students to lessen cultural bias. Students are asked to detect ethnocentrism, a culturally distorted view of the beliefs of other people. This exists when one interprets or judges another culture by the standards and practices of one's own. To detect cultural bias in an author's description of a foreign society, one should notice whether the writer relies on opinions rather than facts; takes into account other people's observations; chiefly examines both primary and secondary evidence provided by others; clearly states personal biases; becomes immersed in the culture under study; and avoids quick moral judgments about life in the other culture.

Students are also asked to be aware of stereotyping which is a form of cultural bias; the process of applying fixed concepts concerning what a group of people are like and transmitting them to future generations. With respect to the social studies program, the audit reports are unanimous in their positive assessment on this criterion. The curriculum explicitly and continually directs teachers, and thereby students, to reflect upon their judgments and decisions in regard to values associated with human dignity and justice. The process of social inquiry, which provides the basis for inquiry into all topics at all grade levels, encourages objective analysis of a full range of alternatives on an issue before decision making is undertaken.

The emphasis of the Practical Arts is on the development of specific abilities and this emphasis does not necessitate the making of judgments of others. There are numerous references to the students' interactions with individuals and groups, but this does not demand any assessment. Exceptions to this general statement are the curriculum documents of the Law and Marketing courses. In both cases, appraisals of people have to be made. However, in the case of Law, these decisions are based on the study of the rule of law, with human rights provisions intervening to ensure that no unfair or inaccurate judgments are made. The Marketing Curriculum Guide does have a problem in failing to give sufficient direction to the teacher on the subject of marketing strategies for minorities, such as age, gender or racial groups. The oversight was judged to be sufficiently serious to merit a "problematic" rating for the marketing curriculum.

Other instances in which this judgment criterion can be considered to have been satisfactorily met are in elementary health and elementary physical education. In the former case, one of the course objectives is developing respect for individual differences. Pupils are expected to have respect for the opinions and rights of other. Physical education teachers have as their goal the mental, social and emotional development of children, as well as the physical. By stressing competition against oneself and achievement of one's personal best, the uniqueness of the individual is emphasized and the making of invidious comparisons and judgments avoided.

Because instances have not been identified where unfair or inaccurate judgements of minorities have been built into the curriculum, one should not conclude that this criterion has been perfectly met. Too many instances of the use of what is commonly referred to as "sexist" language, of illustrations portraying traditional male/female roles and of Caucasians, were found for those who write curriculum to feel comfortable on this score. Unintended stereotyping of minorities can produce unfair judgments with the same facility as can stereotyping which is built into the content of the curriculum. Except for Marketing, the courses making up the Program of Studies were rated as "acceptable" on this criterion.

Criterion #2

DO THE PROGRAMS AND SUPPORTING MATERIALS HELP TO NURTURE A POSITIVE SELF-IMAGE IN ALL STUDENTS BY TAKING AN ESSENTIALLY POSITIVE APPROACH TO HUMAN SIMILARITIES AND DIFFERENCES ARISING FROM RACIAL OR ETHNIC ORIGIN, RELIGIOUS AFFILIATION, AGE, SEX OR HANDICAP?

Abbreviation - Nurtures a positive self-image.

The essence of the second criterion is the nurturing of a positive self-image in all students regardless of differences which might arise from membership in certain minority groups. Curricula can promote the development of a positive self-concept in three basic ways. These are: by creating a classroom atmosphere or ethos in which all children are seen as equals by teachers and their peers; by the direct study of cultural and religious minorities using materials which portray these groups in a sensitive manner; and by designing into the curriculum opportunities for successful achievement.

All of these approaches are used to some extent in the Alberta Program of Studies although all three do not occur consistently and explicitly across all courses and programs.

Acceptance of others not only as equals but as being "good" or "worthy" just as they are, is the underlying principle of the methods described above. In language arts, the introductory statement in the Program of Studies provides a clear direction for teachers:

- Teachers must accept and respect the unique language of each student and provide for language growth in a

classroom environment characterized by mutual respect, acceptance and trust.

- The role of the school includes helping students to recognize, appreciate and respect language differences.
- Initial learning experiences fostered by the school must be based on the acceptance and use of the oral language that young children bring to school.
- The acquisition of receptive and productive control of school language (standard English) is preceded by the goal of facilitating initial learning in children's own dialects.

The study of other cultures and ethnic groups in social studies creates a direct opening for the curriculum to stress the development of a positive self-image. Attitudinal objectives make frequent reference to "appreciation for ... newcomers", ... "empathy for their identity", "contribute to .... backgrounds", etc. There is also the clear assertion through the curriculum that as students are able to discover, research and work towards the resolution of important social issues, they will come to feel, and be, efficacious.

The direct approach to nurturing a positive self-image is used in the elementary health program. Here, a major program theme is "self awareness and acceptance", which comprises twenty percent of the course content at each grade level.

Modifying curricula to meet the needs of individual students is an expectation of all teachers, although this expectation is not usually made

explicit in curriculum documents nor are clear directions given to teachers as to how this might be accomplished. A conspicuous departure from this rule has been the development of special programs of studies for the five categories of handicapped pupils.

Deliberately varying the activity or expected level of performance to accommodate the different aptitudes of pupils is possible only in certain subjects such as physical education, the fine arts and the practical arts. Helping a child to experience success and enjoyment, and thus to nurture a more positive self-image, is an important purpose of physical education. The curriculum has been designed to meet the needs of children with a range of physical attributes and abilities.

Sometimes, the nature of the discipline almost rules out direct references to most minority groups, as in the case of mathematics and science. Still, more could be done in the way of portraying the sexes as equals through the use of non-sexist language and through the judicious selection of illustrations involving representatives of a variety of minority groups.

On the second criterion, all statements but one in the Program of Studies were judged to be acceptable. The Senior High Physical Education statement was rated as problematic because of the inclusion of "dance" as a core or compulsory activitiy for students. Some parents object to the participation by their children in dancing, on religious grounds. A second, and even more critical weakness is the omission of activities for the handicapped. Physical fitness is a goal for all.

The curriculum does not by itself create a positive self-image in children. As Merv Thornton points out, "It is successful teaching and learning that is the deciding factor". If pupils could master the knowledge, skills and attitudes contained in every program, everyone's self-image would be enhanced.

Criterion #3

DO THE PROGRAMS AND SUPPORTING MATERIALS CONTAIN EITHER IMPLICIT OR EXPLICIT GENERALIZATIONS RELATING TO RACIAL OR ETHNIC ORIGIN, RELIGIOUS AFFILIATION, AGE, SEX OR HANDICAP THAT MAY TEND TO PROMOTE UNFAIR OR INACCURATE JUDGMENTS OF INDIVIDUALS OR GROUPS?

Abbreviation - Contains unfair judgments or generalizations.

The close resemblance between this criterion and the first one should be noted. The chief distinguishing feature between the two lies in how the making of unfair judgments is handled. In Criterion #1 the curriculum should promote fair judgments (and the avoidance of unfair judgments based on alleged minority group characteristics). On the other hand, Criterion #3 requires the absence in the curriculum of explicit or implicit generalizations, relating to minority groups, leading to unfair judgments.

Hence, in applying the third criterion, reviewers were looking for offensive material. For the most part, they found very little, except as noted below, to which they could object. As a result, only the secondary physical education curriculum guide was rated "unacceptable".

In some programs, where the specific purpose is to draw attention to the individual as opposed to a group of pupils, male pronouns have been used throughout the document. While not intended to reflect negatively on the status of females, this language usage might be so construed.

Curriculum documents which have been published in the last year or so tend to have been written more carefully than those developed a few years ago. Care has been taken to exclude gender references through the use of the words "teacher" and "student". Nonetheless, male-oriented terminology such as "salesman" creeps into documents from time to time.

Recent publications such as the ones for elementary health and elementary physical education are purposefully written to avoid stereotyping. Pictures throughout the physical education curriculum guide depict children of both sexes and diverse ethnic origins and colour participating together in activities. Unfortunately, this happy situation does not exist in a number of Practical Arts guides and the Mathematics 15-25 guide. Here, the illustrations present men and women in traditional roles or leave out women entirely.

As indicated earlier in the discussion of Criterion #2, the Secondary Physical Education Curriculum Guide was rejected. Having been written in 1966, this guide is obviously outdated in its attitude toward females. In the words of the reviewers "The pictures and a number of comments are blatantly stereotypical in nature". The descriptions of the major activities are "all written for males and the pictures show only males".

Furthermore, this document was written for "normal" children, resulting in the complete omission of any reference to physical activities for handicapped children.

While no major systematic deficiencies were noted in social studies or the social sciences, some documents were described as containing "sexist" language. Possible discrimination against individuals or groups through simplistic classification was noted in the Political Science guide, and certain overgeneralizations were detected in Religious Studies. However, the social studies curriculum stresses the importance of "generalization" as a social science procedure and generalizations will frequently be limited by ideology and other factors. For example the generalization "The world is characterized by problems of overpopulation and resource distribution" (grade 11) could be interpreted as implying that technical solutions should be applied to questions of human value.

Across the vast array of curriculum statements, there is little to offend, when Criterion #3 is applied.

Criterion #4

DO THE PROGRAMS AND SUPPORTING MATERIALS CONVEY THAT EXCELLENCE IN HUMAN ENDEAVOUR MAY BE FOUND IN DIFFERENT WAYS IN ALL HUMAN GROUPS?

Abbreviation - Conveys excellence

Criterion #4 is one of the more difficult criteria to deal with directly through the content of the curriculum. Some subjects, particularly language arts, fine arts and the social sciences, lend themselves more readily than others to a study of diverse groups and cultures. Most subjects, however, are more technical in nature as with mathematics and the sciences, or are confined to a single culture, as in the case of health. Under these circumstances, conveying the notion that excellence in human

endeavour can take many forms or that it can be found universally, must be accomplished through implicit means.

While the content of a number of courses promotes the view of excellence as a universal human trait, few statements to that effect are found in the Program of Studies or in curriculum guides. Lists of goals and objectives do not include explicit references to this criterion. All is not lost, however. The documents for junior high and senior high language arts, elementary and senior high art, and junior high music support implicitly the concept of excellence in human endeavour. In senior high language arts, a wide range of literature is listed and expected to be taught. This literature provides many examples of the endeavours of men and women, young and old, as well as representatives of various races and religions and the handicapped. In many cases the excellence of these endeavours is treated explicitly as well as implicitly.

Three curriculum guides deal explicitly with the idea of excellence in various human groups. The senior high art guide puts emphasis on historical perspectives in art from many nationalities, for example, Greco-Roman, Oceanic, African, Aztec, Egyptian and Canadian. The elementary art guide emphasizes excellence but does not cite specific human groups. The secondary music guide includes an objective: "increasing student awareness of and sensitivity to music of his own and other cultures past and present".

The social studies curriculum promotes sensitivity and appreciation to diverse human values and achievements in significant ways. The rationale is explicit that "schooling must demonstrate sensitivity to the values of community, parents and social institutions while assisting students to deal

in positive ways with the value conflicts that exist in the real world (P.4). Further, by explicitly identifying "distinctive human values" in diverse cultural, political and economic contexts the curriculum attempts to promote values of universal human dignity.

The major deficiencies of curriculum documents with respect to Criterion #4 are through missed opportunities. When great accomplishments are being described, the use of examples should involve individuals from a variety of racial backgrounds, male and female, younger and older. This action would increase the probability of achieving a satisfactory rating on this criterion. Newer curriculum guides such as the one for computer literacy display this feature. In particular, references to the handicapped, to both genders and to various age groups could be included in the history of mathematics and the sciences.

In the same vein, and of an even more serious nature, is the absence of activities designed for the physically handicapped. Without an opportunity to participate in a meaningful way in physical education, the concept of excellence takes on a rather hollow meaning for this group. This omission is noted despite the promising statement in the new elementary physical education that integration of the handicapped with other students is expected.

As mentioned earlier, due to their narrow technical nature, subject areas such as the practical arts have little opportunity to demonstrate explicitly that excellence is not limited to specific groups. However, it could be argued that, because curriculum guides present their objectives for developing skills and abilities without reference to age, gender, race,

creed or handicap, they are fulfilling indirectly the goal of the fourth criterion. A particular example of this is in the Business Education Curriculum Guides for Typewriting, Shorthand, Office Procedures and Record-keeping. These traditionally female oriented areas are presented in a gender-neutral manner. Also, the Food Studies and Clothing and Textiles Curriculum Guides present other cultural modes of dress and food preparation in a positive manner.

While most curriculum documents do not attend to this criterion directly or indirectly, it must be emphasized that there are no instances in any of the documents in which the endeavours of any human groups were disparaged.

Criterion #5

DO THE PROGRAMS AND SUPPORTING MATERIALS, BY OMISSION, FAIL TO TAKE ADVANTAGE OF CONTENT OR TECHNIQUES THAT COULD ASSIST THE TEACHER IN DEALING POSITIVELY WITH TOLERANCE AND UNDERSTANDING?

Abbreviation - Fail by omission.

The underlying assumption in this criterion is that programs and supporting materials should not only contain content which deals positively with tolerance and understanding, but which, in addition, should provide techniques or instructional strategies to assist teachers in achieving this objective. The criterion also begs two further questions. Does appropriate content for the purpose exist and are sound instructional strategies known? Secondly, can the curriculum documents for individual courses and programs legitimately include such content and techniques in the absence of a

specific reference to fostering tolerance and understanding in the Goals of Education for the Province of Alberta? Neither of these questions will be addressed in this report. They are raised as issues which must subsequently be considered.

The content omission aspect has been covered in some depth in dealing with criteria 1-4. If recognition of the existence of minority groups through the presence of explicit content in the curriculum is required to satisfy this criterion, then it must be admitted that there are some significant omissions. Mention has already been made of lack of provision for, and coverage of, individuals with handicaps. While the neglect is especially glaring in physical education, much more could be done in other subjects such as computer literacy, the fine arts and the practical arts. In defence of the authors of these documents, it should be pointed out that the integration of handicapped pupils is a comparatively recent phenomenon. Concern for the safety of the handicapped is frequently cited as the reason for their exclusion from potentially dangerous activities. Care must be taken to see that this quite legitimate concern does not lead to the complete removal of handicapped pupils from entire segments of the learning environment.

As was noted earlier, the curricular nature of a major portion of the Program of Studies does not lend itself to the introduction of content dealing with specific groups. Hence, the absence of any reference in business education and industrial education to cultural/ethnic minorities and age groups is not a failure to meet this criterion. Similarly, in the sciences and mathematics there are only marginal opportunities to include relevant content dealing with minority groups and individuals. Certainly

more could be done in all these instances to broaden the reference groups, through examples and pictures, to include representatives of groups other than young male Caucasians.

With respect to assistance for teachers in dealing positively with tolerance and understanding, the picture is a pretty dismal one. Even in the case of social studies which goes to considerable lengths to help teachers in this regard, problems have been identified. Content descriptions tend to reflect ethno-cultural considerations and not those associated with age, sex and handicap.

It is probably safe to say that the most serious deficiency found in curricular documents has been the lack of direct guidance for teachers in the use of the content to achieve greater tolerance and understanding. While the course content itself in some instances makes possible the fostering of these attitudes, little or no help is provided teachers through recommended techniques for use in the classroom. One exception is the Annotated List of Novels for senior high language arts. This document identifies for teachers situations in the novels which contain obvious intolerance and suggests ways of dealing with it.

Methods of dealing with examples of obvious intolerance should already be known or readily devised. For example, there is no reason why physical education teachers should not be informed in the physical education guides of the need to make alternative provisions for pupils who because of religious affiliation are not permitted to engage in dance activities.

For the reasons stated, the rating of programs and support materials on this important criterion is not a very positive one.

Criterion #6

DO THE PROGRAMS AND SUPPORTING MATERIALS IMPLICITLY AND EXPLICITLY CONVEY THE NATURE AND VALUE OF CRITICAL THINKING IN CONSTRUCTING OUR EVERDAY INTERPRETATIONS OF THE WORLD AND THE PEOPLE WITHIN IT?

Abbreviation - Conveys the nature and values of critical thinking.

The final criterion, critical thinking, forms the cornerstone of the analytical framework which has been selected to examine the curriculum and its contribution to tolerance and understanding. The possession of the ability to think critically is seen as an important prerequisite to the application of that ability in making appropriate judgments about the world and the people within it.

That Alberta Education is solidly committed to this view can be easily demonstrated by referring to pages ix-x of the recently revised Program of Studies for Elementary Schools. In this document, the critical thinking skills, combined with the skills of communication, have been assigned a top instructional priority. The reference is reproduced in full below:

> "Communication and Critical Thinking Skills
>
> The notion of basic skills is widely held by educators. Of the many learning skills usually included in this category, none are of greater importance than those which make up communication and critical thinking.
>
> Communication skills and critical thinking skills are shared by all subject areas. They are common strands holding the various subjects together, although they are not always called by the same names. The chart on page x illustrates the different ways in which these two important learning outcomes are covered in four subjects.
>
> The importance of these two areas of skill development is so great that they have been included as expected learning outcomes for all subjects. Teachers are expected to take appropriate steps in planning instruction to ensure that students do acquire these vital skills."

Appendix E contains a copy of the chart referred to in the statement above.

Current versions of the junior and senior high programs of studies do not contain general or introductory statements of this kind. The secondary programs are scheduled for revision in the near future.

To satisfy fully the criterion of critical thinking, the curriculum would have to contain a number of instances in which the skills of critical thinking were applied directly to situations involving judgments of people, and minority groups, in particular. This is rarely the case.

Critical thinking skills and their development are emphasized (in some cases, strongly) in all Programs of Studies in language arts and in elementary and senior high art, and in senior high drama. A major emphasis in the senior high language arts program is on the development of critical thinking skills which include ability to deal with persuasive and propaganda techniques and faulty reasoning. The critical thinking in these programs tends to be on the skill in general rather than in dimensions specific to age, race, sex, religion or handicap.

Teaching students how to approach issues through a systematic decision making model is an integral part of the new elementary health program. Pupils are taught to reflect on the consequences of their choices not only for themselves but for others. In the Personal Living Skills program for high schools, students are expected to consider the perspectives of other age groups in their decision making.

Social studies in Alberta is characterized by its dual emphases on critical thinking and sensitivity to community values. The "process of social inquiry" is a generalized approach to the critical analysis of

social issues. The emphases on "competing values", "tests of moral reasoning", "decision making" and "reflection before action" illustrate ways through which critical thinking is fostered at all grade levels.

All science curriculum guides address the importance of critical thinking in a general way. The Physics Curriculum Guide illustrates the cultural influence in scientific thinking, as well as the limits and value of critical thinking. Mathematics has also proven to be an appropriate subject through which to develop the ability to think critically, i.e., problem solving. Each of the curriculum documents contain explicit statements which describe the nature of problem solving with specific reference to appropriate subject matter concepts, skills or activities (strategies).

A major component of most programs in the Practical Arts is the development of critical thinking and its practical applications. There is just such an element in the Business Education Programs of Study, which states one of its objectives as being the development of thinking strategies and problem solving abilities of the students. Another example is in the Food Studies Curriculum Guide which has an objective of acquiring "knowledge and skills for informed decision making".

From the foregoing, it should be clear that developing the critical thinking faculties of children is a major goal of the curriculum. Pupils are expected to apply these skills in a wide array of problem solving and decision making situations. Even though many of the problems involve mainly objective data, few are free of the need to apply values and moral reasoning.

Of the six criteria, the final one dealing with critical thinking is the requirement which is best fulfilled by the Alberta curriculum.

SUMMARY

None of the documents which were reviewed could be rated as "perfect". All suffered from minor flaws, usually in the form of male-dominant language or a tendency to stereotyping male/female roles, and, more seriously, the omission of references to members of certain minority groups, particularly the aged and the handicapped.

Of the 83 subjects prescribed in the Programs of Studies and associated curriculum guides, 78 were found to be acceptable, three guides were problematic and two unacceptable.

Problematic Courses

Religious Studies, Political Science and Marketing were rating as "problematic"[1]. The first mentioned was criticized for its restriction of "great" religions to those practiced in the developed countries. A tendency for oversimplification and overgeneralization with respect to particular beliefs was noted. The guide fails to exploit numerous opportunities with respect to the treatment of the sexes, the aged and the handicapped.

Political Science was also judged to be narrow in its outlook. There is a pronounced bias toward representative democracy and little evidence of

---

[1] A problematic rating is given when a document meets most of the criteria of adequacy but suffers from one or more significant faults. It then requires revision or instructions for teachers.

the acknowledgement of the existence of non-Western political thought. Again there are no references to various age groups, to the sexes or to the handicapped.

Marketing 10-20-30 received a "problematic" rating because these courses concentrate their attention on a standard consumer group. Marketing strategies which could be utilized with various minority groups have been neglected.

Unacceptable Courses

Two subject guides, for Philosophy and Secondary Physical Education, were assigned an "unacceptable"[2] rating.

Philosophy. The goals of this subject are quite consistent with the promotion of tolerance and understanding. However, because of its strong orientation to classical Western philosophical thinking, other major philosophies are effectively excluded. Two other significant defects were reported: the repeated references to "man" without ascribing equal status to women; and the omission of religion as an aspect of philosophy.

Secondary Physical Education. The serious deficiencies noted in this document include: a generally patronizing approach to females and athletic activities, and the total dedication of the program to "normal" children.

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[2] An unacceptable rating is given when a document has major faults too serious to warrant further use in its present form. It then requires extensive rewriting or replacement.

Support Documents

Listed in Appendix D are 17 monographs/manuals and 19 Social Studies Teaching Units. These were produced by Alberta Education to assist teachers in the implementation of certain courses. The majority of these documents, 23 of 36 to be exact, were developed in one subject area, social studies. These figures are indicative both of the difficulty teachers faced in teaching this course, and also of the tremendous efforts made by the department to assist them.

Support documents have a much narrower focus than do curriculum guides. Usually, these publications have been produced to meet a single specific need, e.g., Viewing in the Secondary Language Arts. Monographs and manuals concentrate on methodology or instructional activities, as a rule. Only infrequently do these documents expand on the content which has been described in the Program of Studies and in curriculum guides.

Because of the dissimilarity between the Program of Studies on the one hand and support documents on the other, it was felt inappropriate to report on the latter group of documents in the same manner as for the former. Instead the results of the review of support documents will be made without reference to the six criteria. Again, only exceptions will be discussed.

Monographs and Manuals

In general, there is little in these documents that could offend nor is there much to recommend. They are basically neutral in terms of promoting tolerance and understanding of minority groups and individuals. To attempt to "correct" this shortcoming would be to distort the purpose or intent of the publications. There are better ways of accomplishing the

goal of furthering tolerance and understanding without risking the destruction of the credibility of these valuable support materials with teachers.

Three publications stand apart from the remaining fourteen. These are the Annotated List of Novels for secondary language arts, the elective time unit in grade 5 social studies "Should Individual Differences Influence The Way People Treat Each Other?" and the Teacher-Student Activities in Economics materials, also used in social studies, grades 1-12.

The Annotated List of Novels was cited earlier for its attempts to alert teachers to instances of obvious bias in novels studied in senior high language arts. To enable teachers to present a balanced perspective for students, additional sources are suggested for reference.

The elective time unit, "Should Individual Differences Influence The Way People Treat Each Other?" was developed in Calgary by the Society for the Prevention and Elimination of Discrimination and Stereotyping (S.P.E.D.S.). The Curriculum Branch's role regarding this unit was to finance the publication of the document. The reviewers of the S.P.E.D.S. materials were unstinting in their praise. The unit could easily be used as a model for the development of similar materials dealing with other minorities, i.e., aged, race/colour and sex.

Reviewers of Teacher-Student Activities in Economics for Grades 1-12 rated these materials as acceptable. Positive comments included:

Division II - portrays the roles of men and women equally;

Division III - encourages critical thinking;

Division IV - deals with economics in a non-judgmental way. The material encourages the critical analyses of economic problems.

Two additional items are worthy of mention.

Teaching the Elective Portion of the Social Studies Program encourages students to think critically about a variety of sensitive issues and to recognize that differing viewpoints result from differing value positions. Students are to explore their own background and role in society. In addition, many ethnic and cultural groups are suggested for study and students are encouraged to form their own generalizations using the inquiry process. These activities promote tolerance and understanding.

The Handbook for Unit Planners indicates the need for tolerance and understanding by suggesting the need for plurality of viewpoints in approaching cultural diversity. It is an excellent resource to help structure courses and includes many good samples. However, it should be updated to be consistent with the 1981 curriculum.

In summary, all monographs and manuals were found to be acceptable.

Social Studies Teaching Units

Nineteen teaching units were developed to accompany the 1978 Social Studies program and the 1981 revision. The nineteen, listed in Appendix D, represent approximately half of the 34 units which constitute social studies, grades 1-12.

Of all the curricula which make up the Program of Studies, none sets out as deliberately as social studies does to promote tolerance and understanding. The essence of the social enquiry model is to develop and apply the skills of critical thinking to the study of a social problem or issue, and thereby to achieve a comprehensive understanding of all sides of that problem or issue.

While there are occasional lapses in the use of language, and significant omissions of certain minorities from both illustrations and text, on the whole, the reviewers found the teaching units to be well written and to possess the potential to make a valuable contribution to the furtherance of tolerance and understanding. Nonetheless, four of the nineteen units were rated as "problematic".

Problematic Teaching Units

Teaching units placed in the "problematic" category were:

Unit 2C - Should Some Services Be Provided In All Communities?

Unit 5B - Should Canada's Regions Share Their Natural Resources?

Unit 8B - How Should We Relate To Our Legal System?

Unit 9B - Should Governments Restrict Personal Freedoms in the Interest of The State?

Unit 2C was criticized because the historical case study of an Indian tribe could reinforce the stereotype that Native people still live in the manner described, or that Natives as a group or the particular tribe no longer exist. In a second case study, the value question invites children to make a negative comparison between their homes and the dwellings of the cultural group being studied.

Unit 5B drew criticism because the accompanying text was dominated by males and because of the absence of references to the handicapped. More serious concerns arose from the coverage of traditional European settlers only, and the oversimplified references to Native people. The reviewers also pointed out that students should be encouraged to investigate the impact of industries on all people and not just the so-called "normal" ones.

Unit 8B was rated as "problematic" because of a serious oversight, minorities are almost totally omitted from the unit. While "juveniles and the law" is well handled, ethnic, religious, female and handicapped groups are not mentioned.

Unit 9B was judged to have "the potential to be problematic because individual freedom does not receive enough emphasis when compared to government control (interest of the state, e.g., U.S.S.R.). The glorification of the achievements of the state (U.S.S.R.) is not counterbalanced with human cost, i.e., loss of life due to starvation/famine, replacing the church with the state. The unit could make more comparisons to the Canadian way rather than the U.S.A. The unit does acknowledge bias and stereotyping, in notes to the teacher.

To summarize, nineteen of the 23 Social Studies Teachings Units were rated as "acceptable", while the remaining four were found to be "problematic".

Recommendations

Terms of reference for those conducting the curriculum review were listed earlier. They are repeated to remind the reader of the framework from which this report's recommendations are derived. Three specific activities were included in the Honourable David King's June 27 directive. Alberta Education was to:

1. determine the adequacy of the ways in which tolerance, understanding, and respect for minority groups and individuals are addressed and fostered;
2. identify specific areas where changes are required;
3. recommend appropriate follow-up action to be taken.

The adequacy of Alberta's Programs of Studies, curriculum guides and other support documents has been assessed, using the six criteria developed for this purpose. With 78 of 83 curriculum documents rated "acceptable", one might conclude that Alberta Education has not done a bad job, overall, in promoting tolerance and understanding of minority groups. Similarly, when the findings from the review of support documents are examined, only 4 of 36 were rated less than acceptable. On the face of it, this is a fairly satisfactory performance, considering that the need to foster tolerance, understanding and respect for minority groups and individuals has only recently been made explicit.

The recommendations for follow-up action have been divided into two categories: short-term and long-term. As desirable as it may be to remedy deficiencies immediately, the changes required might involve the republication of dozens of documents. This cannot be accomplished overnight, nor is such drastic action essential when other simpler solutions may temporarily suffice.

Recommendations in the Short-Term

Recommendation #1 - Goals of Education

The Goals of Education and Schooling and Developing Desirable Personal Characteristics statements should be revised to include specific references to the fostering of tolerance, understanding and respect for minority groups and individuals.

Rationale. Not only are there serious questions regarding the definitions of terms, but, as Frank Crowther has pointed out, it seems unreasonable to expect curriculum guides to attempt the accomplishment of

this objective when there is no mention of minority groups in either of the crucial source documents.

Since the Minister of Education has already asked the Curriculum Policies Committee to review the Goals of Education and Schooling with precisely this purpose in mind, this recommendation may be partially redundant.

Recommendation #1a - Tolerance For All versus Tolerance For Minorities

It is further recommended that the relative merits of including a general educational goal dealing with the fostering of tolerance, understanding and respect for others be weighed against the specific educational objective of fostering the same attitudes toward minority groups and individuals.

Rationale. There is a risk associated with any attempt to limit the advocacy of tolerance, understanding and respect to "minorities". Not only does a problem of definition arise, but the concept of affirmative action itself, no matter how well meant, could easily turn out to be counter-productive. Acceptance of all persons as worthy and as equals might be a more defensible principle.

Recommendation #2 - Curriculum Revision

It is recommended that the five courses judged to be "problematic" or "unacceptable" and the four Social Studies Teaching Units rated as "problematic" be revised to correct the faults which have been identified.

Rationale. In the opinion of the various reviewers, these guides and units either suffer from significant faults or possess major fault too serious to warrant further usage in their present form. That indictment

alone should be sufficient to convene ad hoc committees to remedy the situation.

In defense of Alberta Education, it should be noted that the four offending curricula are all older (1966-1976) courses. Furthermore, the senior physical education program is already undergoing revision. The three social science curricula are also being considered for revision, with action awaiting the completion of the secondary education review. A delay of three or four years in curriculum revision is thus possible.

Recommendation #2a - Tolerance and Understanding Supplement

In view of the probability of delay, it is recommended that a "Tolerance and Understanding" supplement to the curriculum guide be prepared by Alberta Education for each of the social science courses rated as "problematic". The supplement is required as an interim measure to provide assistance for teachers in correcting the identified deficiencies.

Recommendation #3 - Revision of Certain "Acceptable" Courses

It is recommended that special curriculum supplements be prepared for biology and elementary physical education to correct defects which were noted during the review. In biology, the guidelines for the Handling of Sensitive Issues should be expanded to cover issues relating to age, sex, race/ethnicity and the handicapped.

In physical education, an immediate start should be made on the development of an alternative program of activities for the physically handicapped.

Rationale. Although both of these programs were rated as "acceptable", the deficiencies recorded by reviewers are too important to defer action leading to reform. Physical fitness is just as important for physically handicapped children as it is for others. Provision must be made in the curriculum to satisfy this need, subject to the limitation of facilities and a concern for proper conditions of safety.

Recommendation #4 - Developing New Curricula

It is recommended that the six "tolerance and understanding" criteria, developed especially for this review, now be employed in the development of future courses. The criteria should also be brought to the attention of any committees which are currently engaged in curriculum development.

Rationale. The six criteria constitute an additional set of standards for curriculum builders. With proper attention being paid by developers to these criteria, the likelihood of producing documents which address and foster tolerance, understanding and respect for minority groups and individuals will sharply increase.

Recommendation #5 - A Tolerance and Understanding Monograph

It is recommended that Alberta Education proceed as soon as possible with the preparation, and wide distribution, of a monograph designed to assist teachers to nurture tolerance and understanding in the classroom. Such a guide should not be subject or grade specific but should attend to procedures teachers can take in any classroom to ensure that they are promoting tolerance and understanding of individuals and minority groups.

Rationale. The goal of greater tolerance and understanding can be only partially accomplished through curriculum. Of equal or greater importance are how a teacher relates to children and what the teacher does with the curriculum in the classroom. Since some years will pass before all curriculum documents are modified to meet the criteria, it is imperative that teachers be made aware of promising strategies they could incorporate into their classroom operations.

Recommendation #6 - Curricula for the Physically Handicapped

It is recommended that an immediate start be made on developing a monograph for modifying the curriculum for physically handicapped.

Rationale. Many physically handicapped who have been integrated into regular classrooms are systematically excluded from certain courses or from substantial portions of those courses. Being "different" should not always lead to automatic exclusion from potentially fulfilling or satisfying experiences.

The whole area of the handicapped in regular programs has been virtually ignored in provincial curricula. Present documents could serve as a basis for planning by teachers who have handicapped students in their classes. While the monograph can contain general principles for teaching students who are handicapped, specific information should also be provided for activities in particular subjects, except for physical education. The monograph should address issues such as safety, implications of class size, modifications to equipment, and alternate equipment, supervision, possible restriction on the use of specific tools and machines and processes that could be hazardous.

The recommendation could be carried out by the Curriculum Branch in cooperation with Special Education Consultants by bringing together a committee of teachers selected from those teaching handicapped students.

Recommendations for the Long-Term

Recommendation #7 - Writing Curriculum

It is recommended that Alberta Education modify current practices and procedures for the production of curriculum documents to ensure that all Program of Studies statements and curriculum guides include:

1. a goal which promotes tolerance and understanding;
2. instructions for teachers to enable them to deal with tolerance and understanding in a positive manner;
3. where applicable, the use of gender non-specific terminology;
4. illustrations and photographs depicting males and females in a variety of roles, traditional and non-traditional, and showing people from various ethnic, age and handicap groups.

Furthermore, before release all new documents should be evaluated using the "Tolerance and Understanding" criteria.

Rationale. If future curriculum documents are to embody the desirable features recommended by the auditors, the procedures which will lead to these results must be incorporated into the system of document production.

Committee members should also be trained in the use of the new procedures, using a set of guidelines written for this purpose.

Recommendation #8 - Document Reprinting

It is recommended that as current stocks of curriculum publications are exhausted an attempt be made through editing to eliminate male-oriented language and to substitute more suitable pictures, in line with the suggestions in Recommendation #7.

Rationale. Over time, through this procedure, a substantial number of minor irritants can be removed from various documents without undertaking a major and expensive overhaul. The individual document reports should serve as invaluable sources of advice in this task.

Recommendation #9 - Social Studies Perspective and Diploma Requirements

It is recommended that in the forthcoming Secondary Education Review particular attention be given to the study of two social studies issues:

1. the rational/scientific approach to this curriculum; and
2. provincial diploma requirements for this subject.

Rationale. 1. The 1981 Social Studies curriculum has been criticized by some authorities on grounds that it excludes certain modes of learning, particularly those associated with religious revelation. Whether these concerns are fair, given the mandate of public schools, is a significant question. This problem is more widely based than in social studies. In fact, it begins to resemble a classic dilemma for Alberta Education, with its goal of developing the skills of critical thinking in all students on the one hand, and the demand by certain community groups for teaching students "the correct answers" to social issues, on the other.

As curriculum writers strive for the presentation of a balanced view, there is a danger that the curriculum will appear overly sympathetic to non-Western ideologies, institutions and values.

2. The Social Studies curriculum is compulsory only to the end of grade ten. Social Studies 20 and Social Studies 30 are completed by approximately 50% of the provincial high school enrolment. These courses, with their detailed treatment of issues in Western European history and

twentieth century world history, could be regarded as critical to the education of an enlightened, tolerant citizenry. Their present optional status is therefore viewed by many as a matter of serious educational concern.

Concluding Statement

In summary, examples of instances in Programs of Studies, curriculum guides and other documents in which misunderstanding or intolerance are present or fostered are rare. Only two kinds of examples are present in some documents and neither kind is significant. Pronominal references (he, his) and photographs which are not broadly representative of the many racial groups in our society are the only explicit indications of the lack of understanding or tolerance.

References to the specific areas of age, race, religion, sex and handicap are rare. In terms of the age category, all curriculum documents are designed to be used with specific age groups of students and, therefore, they tend to concentrate on that group. No negative references regarding age have been identified. For the most part, the religion category is referred to in very few instances. Religion is not a significant matter that is dealt with in most courses nor should it be. References to race occur in a number of documents in relation to understanding one's own and others' cultures. In all cases, such references are positive ones. With few exceptions, curriculum documents attempt to treat males and females as equals.

However, it is in this sex category where most of the explicit instances can be found which may be considered to show intolerance. Specifically, the references to "man" in the generic form and to the male pronominal words create potential problems. The category of handicapped is never mentioned and as a result becomes a sin of omission.

In terms of nurturing tolerance and understanding, positive and determined development of critical thinking in Alberta Education curriculum documents is an important feature of these materials. Many aspects of critical thinking, such as evaluating others' views, withholding judgments, differentiating fact and opinion, analyzing propaganda, advertising techniques and other manipulative devices are significant dimensions of programs. However, except in the social studies and in one or two other courses, the direct focus of the skills of critical thinking is not on minority groups and individuals. There is a heavy dependence on the operation of the principle of transfer of learning.

Finally, few of the curriculum documents were designed to promote tolerance. It was not an objective to be attained in most courses when they were being developed. Therefore, the absence of attention to the criteria being used in this audit is unfortunate but not surprising. Future documents will attend to these criteria. Under the circumstances, it is perhaps remarkable that such a large number of documents, 110 out of 119, were rated by their reviewers as "acceptable".

APPENDIX A

TOLERANCE AND UNDERSTANDING

CRITERIA FOR MAKING JUDGEMENTS

TOLERANCE AND UNDERSTANDING

CRITERIA FOR MAKING JUDGEMENTS

1. Where judgements of others are to be made, do the programs and supporting materials promote fair assessments, avoiding unfair or inaccurate judgements based on alleged general characteristics relating to racial or ethnic origin, religious affiliation, age, sex or handicap?

2. Do the programs and supporting materials help to nurture a positive self-image in all students by taking an essentially positive approach to human similarities and differences arising from racial or ethnic origin, religious affiliation, age, sex or handicap?

3. Do the programs and supporting materials contain either implicit or explicit generalizations relating to racial or ethnic origin, religious affiliation, age, sex or handicap that may tend to promote unfair or inaccurate judgements of individuals or groups?

4. Do the programs and supporting materials convey that excellence in human endeavour may be found in different ways in all human groups?

5. Do the programs and supporting materials, by omission, fail to take advantage of content or techniques that could assist the teacher in dealing positively with tolerance and understanding?

6. Do the programs and supporting materials implicitly and explicitly convey the nature and value of critical thinking in constructing our everyday interpretations of the world and the people within it?

APPENDIX B

CURRICULUM AUDIT – FOCUS STATEMENTS

CURRICULUM AUDIT - FOCUS STATEMENTS

I. AGE

The materials:

a) present older persons, both males and females, in a range of vocational and avocational pursuits;

b) present the achievements of persons as based on factors in addition to age (i.e. competency, skill, knowledge, etc.);

c) contain references to, or illustrations of, persons in a broad range of ages (approximately evenly in both number and importance) except as limited by accuracy or special purpose;

d) present through illustrations or suggestion that health, activity and skill are attributes of all age groups;

e) present middle-aged and older persons in ways that persons of this age group would probably approve.

II. RACE/ETHNICITY

a) Portrayals of Canadian lifestyles, institutions and society reflect the racial and ethnic diversity of Canada.

b) Portrayals of racial and ethnic minority groups in contemporary Canadian society reflect current social science knowledge (as opposed to negative myths, stereotypes, patronizing overtones, etc.).

c) Representations of racial and ethnic minority groups in literature, art, history, etc. point out the norms and context of the time period being studied.

d) Portrayals of racial and ethnic minority groups reflect the positive, creative participation in Canadian cultural life (e.g., economics, arts, politics, community life).

III. RELIGION

a) Presents the elements of religious belief and practice (such as spiritualism, belief, creation, worship, deity) in sensitive and respectful ways.

b) Presents the religious beliefs of minority groups (such as fundamentalist views of creation) in sensitive and respectful ways.

c) Presents the religious practices of minority groups (such as non-Christian worship and celebrations) in sensitive and respectful ways.

IV. SEX

a) The contributions of both men and women to society are recognized.

b) The portrayal of men and women in writing or in illustrations accurately reflects the society being studied at a given point in time.

c) The writing style acknowledges both sexes without resorting to cumbersome conventions such as his/her.

d) Decisions made by men and women relative to career choices, roles, etc. are represented as they would be in contemporary society.

V. INDIVIDUAL DIFFERENCES (HANDICAPPED)

a) Individuals with handicaps are depicted as "different" (less worthy), through an over-emphasis on their individual differences, or through demeaning or patronizing descriptions or through labels.

b) Persons with handicaps are shown in a variety of professional or executive roles, vocations, trades, or other gainful occupations as well as being recipients of social services.

c) Those with handicaps are authentically portrayed within the setting and period of history presented.

d) The material assists students to recognize the basic similarities and worth among all members of the human race, and the uniqueness of every individual, including those with "differences".

APPENDIX C

AUDIT REPORTING FORM

CURRICULUM AUDIT REPORTING FORM

(to be used with "Proposed criteria for the review of program and supporting materials with respect to tolerance and understanding")

TITLE: _____ ___Curriculum document ___Prescribed resource ___Recommended resource ___Supplementary resource GRADE(s): _____

___Print ___Non-Print

SUBJECT: _____ REVIEWER: _____ REVIEWER: _____ DATE REVIEWED: _____

CHARACTERISTICS CRITERIA	AGE	RACE/COLOUR	RELIGION	SEX	HANDICAPPED	OTHER CONSIDERATIONS	SUMMARIZING COMMENTS
1. AVOIDS UNFAIR JUDGMENTS							
2. NURTURES A POSITIVE SELF-IMAGE							
3. CONTAINS GENERALIZATIONS THAT PROMOTE UNFAIR OR INACCURATE JUDGMENTS OF INDIVIDUALS OR GROUPS							
4. CONVEYS THAT EXCELLENCE IN HUMAN ENDEAVOUR CAN BE FOUND IN ALL HUMAN GROUPS							
5. DOES IT FAIL BY OMISSION TO ASSIST TEACHER TO DEAL POSITIVELY WITH TOLERANCE AND UNDERSTANDING							
6. CONVEYS NATURE AND VALUE OF CRITICAL THINKING							

DOCUMENT/RESOURCE TITLE _____

RATING (check one)
1. Acceptable ____
2. Problematic ____
3. Unacceptable ____

SUMMARY (Evaluative comments and examples of the treatment of tolerance and understanding in this resource)

Recommendations for Action:

1. Acceptable - meets all or almost all criteria at an acceptable level. Faults are few or minor.
2. Problematic - meets most of the criteria of adequacy but suffers from one or more significant faults. Requires revision or instructions for teachers.
3. Unacceptable - has major faults too serious to warrant further use in its present form. Requires extensive rewriting or replacement.

APPENDIX D

CURRICULUM DOCUMENTS

PUBLISHED BY THE CURRICULUM BRANCH

APPENDIX D

Curriculum Documents published by the Curriculum Branch

1. Curriculum Guides

1.1 Elementary

Art (1969)
Computer Literacy (1983)
Health (1983)
Language Arts (1982)
Mathematics (1982)
Music (1977)
Physical Education (1982)
Science (1983)
Social Studies (1981)

1.2 Junior High

Art (1971)
Drama (1971)
Guidance (1968)
Health (1964)
Home Economics (1972)
Industrial Education (1976)
Language Arts (1982)
Mathematics (1978)
Music (1971)
Physical Education (1966)
Science (1978)
Social Studies (1981)
Typewriting (1973)

1.3 Senior High

Fine Arts
Art (1969)
Drama (1971)
Music (1971)

Health and Personal Development (C. 1956)

Language Arts (all courses) (1982)
Reading 10 (1969)

Mathematics
10-20-30 (1983)
13-23-33 (1983)
15-25 (1982)
31 (2) (1975)

Physical Education (1966)

Science
Science 11 (1971)
Biology (1983)
Chemistry (1977)
Physics (1977)

Practical Arts

Business Education
Accounting (1983)
Basic Business (1983)
Business Education (1983)
Computer Processing (1983)
Law (1983)
Marketing (1983)
Office Procedures (1983)
Shorthand (1983)
Typewriting (1983)

Home Economics
Clothing and Textiles (1982)
Food Studies (1982)
Modern Living (1972)
Personal Living Skills (1982)

Industrial Education
Agriculture (1982)
Auto Body (1982)
Automotives (1982)
Beauty Culture (1982)
Building Construction (1982)
Drafting (1982)
Driver Education (1982)
Electricity (1982)
Electronics (1982)
Food Preparation (1982)

cont'd.

Social Sciences
Anthropology (1976)
Economics (1977)
Geography (1975)
History (1976)
Philosophy (1976)
Political Science (1976)
Psychology (1975)
Religious Studies (1975)
Sociology (1975)

Practical Arts

Industrial Education (cont'd.)
Graphic Arts (1982)
Health Services (1982)
Horticulture (1982)
Industrial Education
Electricity)
Materials) (1982)
Power)
Visual Communications)
Machine Shop (1982)
Occupations (1963)
Piping (1982)
Production Science (1982)
Related Mechanics (1982)
Visual Communications (1982)
Welding (1982)

2. Support Documents

2.1 Monographs/Manuals

Annotated List of Novels (1983)
Elementary Health Teacher's Resource Manual (1983)
Environmental Education Catalogue of Resources for Grades I to XII (1983)
Environmental Education Manual for Grades I to XII (1983)
Guidelines for the Uses of Calculators (1981)
Handbook for Unit Planners (social studies), Grades 1-12 (1979)
Industrial Education Manual (1983)
Integrated Practical Activities (1980)
Implementing Computer Literacy Programs (1983)
Problem Solving (1983)
Relating the Books for Young Readers to the Social Studies Curriculum, Grades 4, 5, 6 (1981)
Secondary Reading Handbook (1969)
SPEDS: Should Individual Differences Influence the Way People Treat Each Other? Grades 4, 5, 6 (1981)
Teaching the Elective Portion of the Social Studies Program, Grades 1-12 (1981)
Teacher-Student Activities in Economics (Alberta Foundation for Economic Education) (1981)
Division 1, grades 1, 2, 3
Division 2, grades 4, 5, 6
Division 3, grades 7, 8, 9
Division 4, grades 10, 11, 12
Viewing in Secondary Language Arts (1982)
Work Experience (1983)

2.2 Social Studies Teaching Units

Grade 1 Topic A - Should I Be Like Others? (1979)
Grade 1 Topic B - Should All Family Members Be Treated Alike? (1982)
Grade 2 Topic A - What Rules Should We Have In Our Community? (1982)
Grade 2 Topic C - Should Some Services Be Provided in all Communities? (1979)
Grade 3 Topic B - Should We Work Alone or Together? (1979)
Grade 4 Topic A - How Should Albertans Use Their Natural Resources? (1979)
Grade 5 Topic B - Should Canada's Regions Share Their Natural Resources?(1979)
Grade 5 Topic C - Should Canadians Try To Be Similar To or Different From Americans? (1982)
Grade 6 Topic A - How Should People Meet Their Basic Needs? (1979)
Grade 6 Topic B - Should the People of China and Canada Solve Their Problems in Similar Ways? (1982)
Grade 7 Topic B - Through Whose Eyes Should We View the Aborigine? (1982)
Grade 8 Topic B - How Should We Relate to Our Legal System? (1979)
Grade 8 Topic C - Should a Competitive Culture Be Able to Force Another to Change? (1982)
Grade 9 Topic A - Should We Limit Industrial Growth? (1979)
Grade 9 Topic B - Should Governments Restrict Personal Freedoms in the Interest of the State? (1982)
Grade 9 Topic C - Has Technological Change in Canadian Industry Been a Boon or a Disaster? A Case Study of Fishing. (1982)
Grade 10 Topic B - Should Canadians Discourage Quebece Independence? (1979)
Grade 11 Topic A - Should the Lessons of History Be Used to Chart Our Future? (1979)
Grade 12 Topic B - Should We Encourage the Development of World Government? (1979)

APPENDIX E

RELATING COMMUNICATION AND CRITICAL THINKING SKILLS TO THE FOUR CORE ACADEMIC CURRICULA

RELATING COMMUNICATION AND CRITICAL THINKING SKILLS TO THE FOUR CORE ACADEMIC CURRICULA

Categories of Skills	Mathematics (Problem-solving)	Science (Scientific Inquiry)	Social Studies (Social Inquiry and Participation Skills)	Language Arts
Receiving Skills	Communicating - receiving of mathematical data	Observing - obtaining information using the five senses	Interpret ideas and feelings of self and others (Participation Skills)	Listening and viewing Reading and viewing
Thinking Skills	1. Understand the problems	1. Initiation - identifying and defining problem; hypothesizing; designing collection data	1. Identify and focus on the issue	Recognize and identify; recall; understand
			2. Formulate research questions	Select appropriate materials; locate information; interpret information
	2. Develop a plan for attacking the problem	2. Collection of data	3. Gather and organize data	
		3. Processing Data - classifying; measuring; interpreting	4. Analyze and evaluate data	Analyze communication; infer relationships
		4. Conceptual of Data - developing a "mental model"; predicting; controlling variables	5. Synthesize data	Make generalizations; synthesize
			6. Resolve the issue	Draw conclusions; predict outcomes
	3. Carry out devised plan	5. Openendness - experimenting; applying knowledge; seeking further evidence; identifying new problems for investigation	7. Apply the decision	Evaluate; form judgments
	4. Verify (looking back)		8. Evaluate the decision, the process and the action; begin inquiry anew	
Expressing Skills	Communicating - expressing results	Communicating - describing objects, situations or events	Communicate effectively (Participation Skills)	Speaking Writing

Other subject disciplines are not included in this chart because they are under revision and review.